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ABSTRACT

This book addresses the subject of learning mathematics with an understanding that shares a consensus about the essential features of classrooms for understanding mathematics. By describing the essential features of classrooms that support students' mathematical understanding and by providing pictures of several classrooms that exhibit these features, it provides a framework within which teachers can reflect on their own practices and think again about what it means to teach for understanding. Chapters include: (1) "Introducing the Critical Features of Classrooms"; (2) "The Nature of Classroom Tasks"; (3) "The Role of the Teacher"; (4) "The Social Culture of the Classroom"; (5) "Mathematical Tools as Learning Supports"; (6) "Equity and Accessibility"; (7) "A Day in the Life of One Cognitively Guided Instruction Classroom"; (8) "A Day in the Life of a Conceptually Based Instruction Classroom"; (9) "Student Talk in a Problem-Centered Classroom"; (10) "Snapshots across Two Years in the Life of an Urban Latino Classroom"; and (11) "Revisiting the Critical Features of Classrooms." Contains 98 references. (JRH)

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